



CIVILIAN PERSONNEL CAREER MANAGEMENT

January
2002

ARMY CIVILIAN TRAINING, EDUCATION, AND
DEVELOPMENT SYSTEM (ACTEDS) PLAN

ADDENDUM G
TO THE REGISTERED NURSE ACTEDS PLAN

EMERGENCY ROOM NURSE

ACTEDS PLAN

CORNERSTONE OF CONCERNED HEALTH CARE

FOREWORD

This Department of the Army Civilian Training, Education, and Development System (ACTEDS) plan for the civilian Emergency Room nurse provides careerists and management with a guide to assist in career enhancement and progression. Training and development plans are essential in developing and enhancing an individual's knowledge, skills, and abilities; hence, promoting optimal performance, effectiveness, and efficiency. This plan, if followed, will provide all civilian Emergency Room nurses the opportunities to become leaders of tomorrow in their field.

Civilian Emergency Room nurses and their supervisors are encouraged to review this ACTEDS plan and tailor it to their needs. Although individuals ultimately control their own careers, all levels of command share in the responsibility of implementing guidance contained in this plan. This will help to ensure a continuing source of highly qualified civilian Emergency Room nurses for the Department of the Army.

APPROVED BY:

A handwritten signature in dark ink, appearing to read 'William T. Bester', is written over a horizontal line.

WILLIAM T. BESTER
Brigadier General, AN
Functional Chief

ADDENDUM G

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

EMERGENCY ROOM NURSE OCCUPATIONAL SERIES GS-610 (Career Field 53)

Introduction. This addendum to the civilian Registered Nurse (RN) ACTEDS Plan describes the Emergency Room (ER) nurse portion of the plan and must be used in conjunction with the basic RN ACTEDS Plan. This addendum includes the training, education, and developmental opportunities that enhance the employee's capability to advance within the ER nursing community. General information of interest to all Army civilian RNs in all nursing specialties is found in the basic RN ACTEDS Plan of which this Addendum is a part.

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ADDENDUM G

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EMERGENCY ROOM NURSE OCCUPATIONAL SERIES GS-610 (Career Field 53)

1. OBJECTIVES.

a. To assist employees and supervisors in determining specific education and experiences needed for the ER specialty.

b. To enable ER nurses to plan and schedule clinical and leader development activities appropriate for their chosen career progression.

c. To identify broad-based training needs throughout the ER nurse's employment.

d. To provide ER nurses a comprehensive list of the competencies applicable to ER nursing practice.

e. To aid in the recruitment and retention of quality RNs identifying the numerous training and career advancement opportunities offered by Department of the Army (DA) in the ER community.

2. STRUCTURE. This plan applies to all Army civilian RN employees working in the field of ER nursing, regardless of the level at which they were hired, and the organization or agency to which they are assigned or attached.

3. KEY POSITIONS. Key Positions are staff positions in which the incumbent establishes and/or interprets policy, plans, and strategy. The basic RN ACTEDS Plan lists Key Positions where any ER nurse can be assigned. There is no one Key Position in ER nursing; rather positions are established according to the responsibilities assigned at each installation or agency.

4. RESPONSIBILITIES. Responsibilities for the Functional Chief (FC), the Functional Chief Representative (FCR), the installation, the Medical Treatment Facility (MTF), the supervisor, and the employee are listed in the basic RN ACTEDS Plan.

5. CAREER PATH. (Appendix A) The career path for ER nurses represents progression in ER nursing normally beginning at the entry level and continuing through the advanced level. Descriptive levels are as follows:

a. Entry Level. At the entry level (normally at the GS-9 level), the new ER nurse generally requires on-the-job training (OJT) experience and technical training. Emphasis is placed on involvement with and training in: (a) ER nursing fundamentals; (b) fundamentals of federal law, DA regulations, and directives in promoting wellness; and (c) computer training to assist in managing ER health programs. Personnel have responsibility for assisting with training subordinates, peers, and students.

Typical assignments include, but are not limited to: (a) providing comprehensive nursing care to ER patients based on the physician's medical care plan and the needs of the patient; (b) obtaining initial information and history of symptoms from patients and parents; (c) educating and preparing patients for tests, examinations and treatment; and (d) preparing and reviewing records, laboratory sheets, etc., under the supervision of a senior RN.

b. Intermediate Level. Intermediate level/staff nurse positions (GS-10/11/12) represent full journeyman performance. Supervisory and clinical (GS-12) positions are the seasoned experts, leaders with advanced managerial and executive skills. The primary focus is on increasing the technical knowledge and skills of the ER nurse. Secondarily, emphasis is placed on management and human relation skills. Work assignments will be selected to add to the depth and breadth of their technical and leadership competence. Some of the work assignments include: (a) serving as the technical expert or point of contact for program direction, and (b) assisting in training of subordinates, peers, and students.

The intermediate level ER nurse's self-development activities are accelerated and focused to ensure that ER nurses continue to add to their variety of experiences. They will continue to receive specialized training for progressively responsible assignments, including leadership training for personnel selected to fill supervisory positions. Graduate study, speaking and writing activities, and active participation in professional group activities are encouraged. Employees at this level are encouraged to seek out national certifications from any of a variety of applicable specialty boards or recognized certification providers, such as the American Nurses Association, or Emergency Nurses Association for certification in Emergency nursing. Personnel must also be responsible for formal precepting and informal OJT of staff.

At the GS-12 supervisory level, emphasis is primarily placed on developing managerial and administrative abilities, and secondarily, broadening the employee's technical knowledge and skills.

c. Advanced Level. At the GS-13/14 levels, all advanced level ER nurses are recognized as subject-matter-experts (SMEs). At this level, emphasis is placed on strategic planning and administrative/managerial responsibilities. They make decisions or recommendations that significantly affect the content, interpretation, or development of Army policies or programs concerning critical matters or major issues within the ER nursing community. They also are responsible for training subordinates, peers, and students. They are assigned positions/studies where limited guidance exists as to the method of evaluation for the potential experience identified, or where possible new experiences need to be identified. Training will be on topics that are emerging issues in the specialized aspects of ER nursing as well as seminars and conferences where these position topics are likely to be discussed. At this level, the employee must have a mastery of one or more specialty fields evidenced by application of new developments and theories to critical and novel problems, and extension and modification of approaches and methods to solve a variety of problems with unconventional solutions.

6. COMPETENCIES. (Appendix B) Commanders and supervisors are responsible for identifying resources and offering opportunities to meet career objectives of their employees. They must ensure that employees under their supervision possess, or are provided opportunities to obtain, the required competencies commonly referred to as knowledge, skills, and abilities (KSAs), found at Appendix B. Equivalency credit for competencies gained may be granted for formal courses or OJT received from sources other than from the courses listed at Appendix D of this Addendum. The required equivalency credit form is at Appendix G of the basic RN ACTEDS Plan.

7. MASTER TRAINING PLAN (MTP). (Appendix C)

a. Universal Training. Employees enter ER nursing with varying degrees of experience, capability, and potential for growth. For this reason, training identified in the MTP Matrix at Appendix C, should be based on what formal training and/or OJT the individual brings to the job in comparison with that required for advancement as outlined in this Addendum. Broadband training, shown in the MTP, is identified as those courses and OJT that cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to accession out of the band. Consideration should be given to any documented prior experience and training.

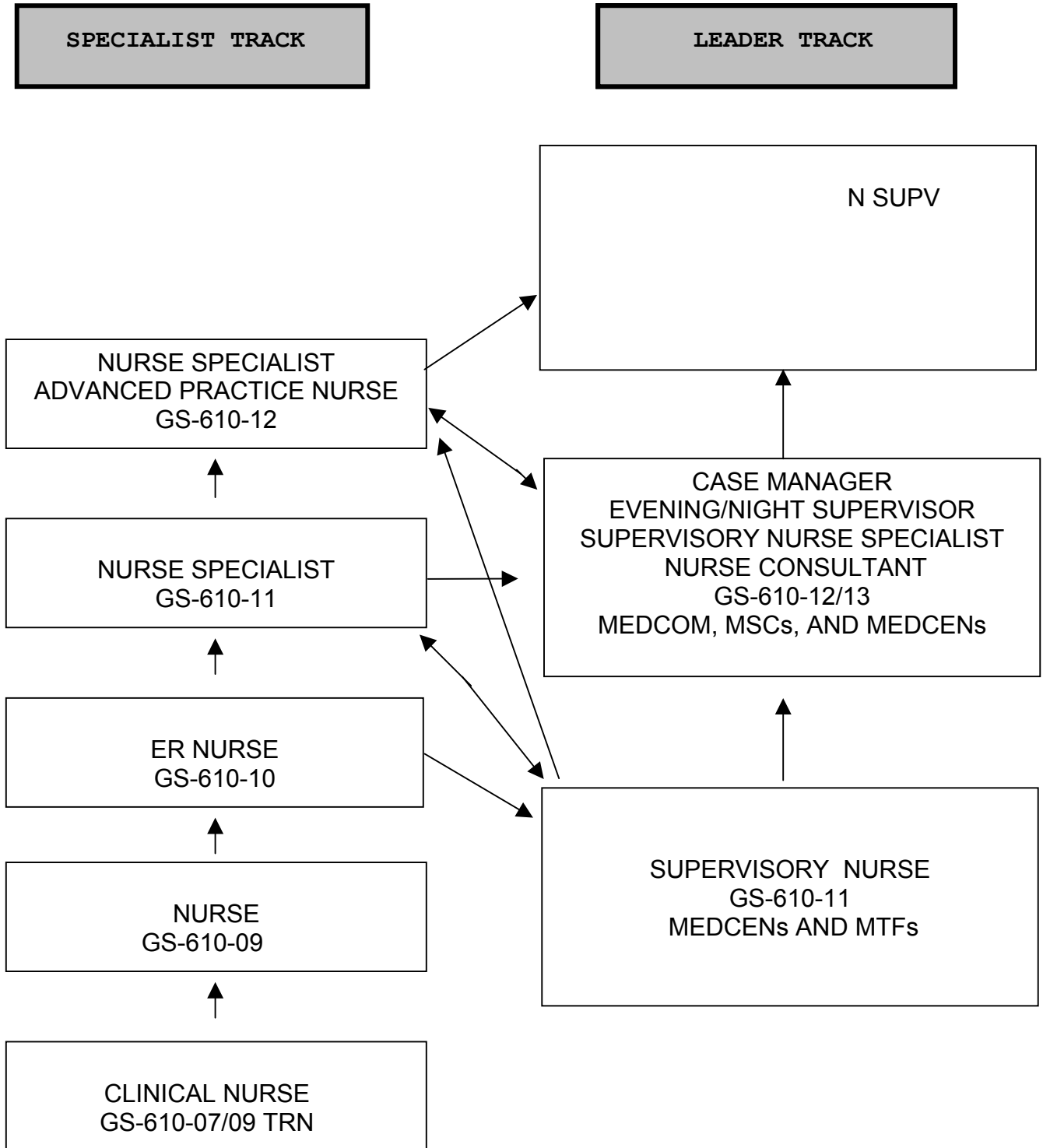
b. Self-development. In addition to the mandated training outlined in the MTP, ER nurses at all levels are encouraged to under-take individual projects such as technical papers, presentations, and membership in professional organizations. Additional self-development activities are defined in the basic RN ACTEDS Plan.

c. Competitive Training. Competitive training includes Army-wide competitive programs (such as senior service colleges and the Sustaining Base Leadership and Management Program) which are centrally funded by DA. It also includes fellowship programs, developmental assignments and training-with-industry which may be funded by the installations, Major Commands (MACOMs), or other designated agencies. Competitive training opportunities are defined in the basic RN ACTEDS Plan.

8. AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY. Training and development opportunities for participants covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

APPENDIX A

EMERGENCY ROOM NURSE
CAREER PATH CHART



APPENDIX B

COMPETENCIES FOR EMERGENCY ROOM NURSE

1. **Nursing** - Knowledge of the emergency nursing process in order to facilitate patient care through the lifespan.
2. **Nursing** - Knowledge of patient assessment based on acuity and age in order to place the patient at the right level of care within the established timeframe.
3. **Nursing** - Skill in performing appropriate patient monitoring in order to anticipate need for additional resources to implement necessary interventions.
4. **Nursing** - Ability to make critical decisions, to consider risks, problem solve, evaluate effectiveness and choose the best alternatives in order to provide the optimal outcome to emergent and urgent scenarios.
5. **Nursing** - Knowledge of population served, patient needs, available resources, and other available care settings in order to facilitate a continuum of quality care.
6. **Nursing** - Knowledge of training and educational requirements for ER nursing, in order to maintain competence in ER practice through professional educational programs, current literature, obtaining and maintaining certification, collaboration with colleagues, networking, etc.
7. **Nursing** - Ability to provide care, maintain human dignity and the uniqueness of the patient, and assure patient safety and right of privacy in order to provide holistic nursing.
8. **Nursing** - Knowledge in specialty nursing required for high acuity and trauma patients and knowledge of life support equipment in order to perform necessary steps in case of cardiac arrest, seizures, anaphylactic reaction, etc.
9. **Nursing** - Knowledge of and ability to administer anesthetic agents and pharmaceuticals in order to ensure accurate dosage and assess intended results.
10. **Communication** - Ability to use and understand computers and interact with a variety of automated systems in order to obtain, manipulate, and generate necessary data/reports in support of organizational business needs and patient care.

11. **Communication** - Ability to work in interdisciplinary healthcare teams, knowledge of interpersonal skills, group dynamics, and crisis intervention as they relate to working with patients, family members, significant others, and healthcare and service providers in order to support optimum care for clients served.
12. **Communication** - Skill to interact with patients and family members in order to provide guidance and instruction.
13. **Management** - Ability to lead, coach, and mentor, while demonstrating the application of the nursing process, providing experienced and creative approaches to management of complex patient care in order to develop future nurse leaders.
14. **Management** - Knowledge of individual competence and qualifications, and using informed judgement as criteria in order to delegate nursing activities to others.
15. **Management** - Knowledge of healthcare systems in the military and civilian sectors in order to keep standards current, effectively utilize resources and optimize outcomes.
16. **Management** - Ability to lead and direct the work of professional, paraprofessional and support staff in order to support the delivery of quality care to emergency room patients.
17. **Leadership** - The ability to anticipate and manage change, understand current business problems, evaluate new evidence and emerging techniques in order to enhance nursing management and performance.
18. **Leadership** - Knowledge of organizational mission and goals in order to support decision-making optimization and improve health service outcomes.
19. **Leadership** - Knowledge of administrative and leadership characteristics in order to influence public policy in health care through governmental processes.
20. **Research** - Knowledge, skill, and ability to use the tools and techniques of statistical process control and selected methods and tools from operations research and quality improvement. To utilize information, management technology, and qualitative decision making applications in order to identify opportunities for clinical and administrative improvement, support decision making optimization, and improve health service outcomes for identified populations.

21. **Research** - Knowledge and ability to conduct/participate in research studies concerning emergency, trauma, and acute care nursing, disease prevalence, managed care, wellness, and health promotion in order to maintain a dynamic and viable organization, meeting and anticipating the needs of our patient population and society at large.

APPENDIX C
MASTER TRAINING PLAN MATRIX FOR EMERGENCY ROOM NURSE

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COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS	ENTRY	INTERMEDIATE				ADVANCED		SOURCE	COMPETENCIES (APPENDIX B)	COURSE NUMBER (APPENDIX D)
			GS-09	GS-10	GS-11	GS-12	GS-13	GS-14				
Emergency Nursing Course (6F-F6)	FC	16 Weeks/ Varies	U1	U1	U2	U2	U3	U3	AMEDDC&S/ University- Based	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	1	
Emergency Nursing Pediatric Course (ENPC)	FC	16	U3	U2	U2	U2	U3	U3	Professional Organization	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	2	
Trauma Nursing Core Course (TNCC)	FC	16-20	U1	U1	U2	U2	U3	U3	Professional Organization	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	3	
Course in Advanced Trauma Nursing (CATN)	FC	13	U3	U2	U2	U2	U2	U2	Professional Organization	1, 2, 3, 4, 5, 7, 8, 11, 12, 16	4	
Emergency Nurses Care (EN CARE) Instructor Training	FC	8	U3	U3	U3	U3	U3	U3	Professional Organization	11, 12, 15, 16, 17, 18, 19	5	
Advanced Cardiac Life Support (ACLS)	FC	12	U1**	U1**	U1**	U1**	U1*	U1*	Local	3, 4, 5, 8, 9, 11	6	
Pediatric Advanced Life Support (PALS)	FC	16	U1	U1	U1	U1	U1*	U1*	Local	3, 4, 5, 8, 9, 11	7	
Bloodborne Pathogen Training	FC	Varies	U1	U1	U1	U1	U1*	U1*	OSHA	1, 4, 5, 7	8	
Health Assessment	FC	Varies	U2	U2	U2	U2	U3	U3	University- Based	1, 2, 3, 4, 7, 8, 10, 12,	9	
Pharmacology	FC	Varies	U1	U1	U1	U1	U1*	U1*	University- Based	3, 4, 7, 8, 9	10	
Intravenous Therapy	FC/OJT	8	U1	U1	U1	U2	U3	U3	Local/ Station	3, 4, 7, 8, 9	11	
Electrocardiogram Interpretation	FC/OJT	16	U1	U1	U1	U1	U1*	U1*	Local/Station	3, 4, 8, 12	12	
Organizational Leadership in Healthcare	FC	Varies	U3	U3	U2	U2	U1*	U1*	University- Based	10, 11, 13, 14, 15, 16, 17, 18, 19	13	
Outcomes Management Course	FC	Varies	U2	U2	U2	U1	U1*	U1*	University- Based	2, 4, 5, 10, 15,17, 18, 19, 20, 21	14	

LEGEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I C = COMPETITIVE * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II SUP = SUPERVISOR ONLY ** = ANNUAL REQUIREMENT
OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENT ASSIGNMENT *** = BY EXCEPTION

APPENDIX C

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MASTER TRAINING PLAN MATRIX FOR EMERGENCY ROOM NURSE

COURSE / SEMINAR / OJT TITLE	TYPE OF TRAINING	LENGTH HOURS	ENTRY	INTERMEDIATE			ADVANCED		SOURCE	COMPETENCIES (APPENDIX B)	COURSE NUMBER (APPENDIX D)
			GS-09	GS-10	GS-11	GS-12	GS-13	GS-14			
Sexual Assault Nurse Examiner/Forensic Nurse Examiner Certification Course (SANE/SAFE)	FC	40 / Varies	U2	U1	U1	U1	U3	U3	Professional Organization	1, 2, 3, 4, 5, 6, 7, 11, 12, 15, 17	15
Certified Flight Registered Nurse (CFRN) Certification	CC/Exam	Varies	U3	U3	U3	U3	U3	U3	Professional Organization	2, 3, 4, 5, 6, 7, 8, 9, 11, 16	16
Certified Emergency Nurse (CEN) Certification	CC/EXAM	Varies	U2	U2	U1	U1	U1*	U1*	Professional Organization	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14	17
Critical Reading of Research Publications	CC/OL	12	U3	U3	U2	U1	U1	U1	RMC NESDS	17, 20, 21	18
Graduate Certificate Program	FC	Varies	U2	U2	U2	U2	U1*	U1*	University-Based	6, 13, 15, 16, 17, 18, 19, 20, 21	19

LEGEND: FC = FORMAL COURSE U1 = UNIVERSAL PRIORITY I C = COMPETITIVE * = ACCORDING TO INDIVIDUAL JOB REQUIREMENT
 CC/OL = CORRESPONDENCE COURSE/ON-LINE U2 = UNIVERSAL PRIORITY II SUP = SUPERVISOR ONLY ** = ANNUAL REQUIREMENT
 OJT = ON-THE-JOB TRAINING U3 = UNIVERSAL PRIORITY III DVP = DEVELOPMENT ASSIGNMENT *** = BY EXCEPTION

APPENDIX D

COURSE DESCRIPTIONS

1. Emergency Nursing Course (6F-F6). Course is designed to prepare DA military and civilian RNs to function as entry-level emergency nurses. The emergency nursing course prepares the nurse to function in any clinical setting, which meets the environmental nursing standards for emergency nursing. The ER nurse will care for patients across the life span in an emergency setting. The course will focus on the responsibilities, nursing care, teaching role, principles and techniques of staff supervision and management of patients within the TDA and TO&E settings. Similar courses are also offered at the university level. (Source: AMEDDC&S/University-Based) (16 weeks/Varies)

2. Emergency Nursing Pediatric Course (ENPC). Course is designed to provide core level knowledge and psychomotor skills associated with the delivery of professional nursing care to the pediatric patient. (Source: Professional Organization) (16 Hours)

3. Trauma Nursing Core Course (TNCC). Course is designed to provide core-level trauma knowledge and psychomotor skills associated with the delivery of professional nursing care to the trauma patient. (Source: Professional Organization) (16-20 Hours)

4. Course in Advanced Trauma Nursing (CATN). A course designed to focus on the enhancement of complex decision-making skills in the management of the trauma patient utilizing a conceptual approach to trauma care. (Source: Professional Organization) (13 Hours)

5. Emergency Nurses Care (EN CARE) Instructor Course. Emergency Nurse Association course for becoming an instructor for EN Care Programs. The course consists of an EN CARE presentation, a review of the organization's goals and policies, an overview of the EN CARE Chapter's responsibilities as well as education about alcohol, drugs, safety belts, the older American, and teaching the young child. (Source: Professional Organization) (8 Hours)

6. Advanced Cardiac Life Support (ACLS) Course. An intensive course covering the American Heart Association curriculum for Advanced Cardiac Life Support. (Source: Local) (12 Hours)

7. Pediatric Advanced Life Support (PALS) Course. An intensive course covering the American Heart Association curriculum for Advanced Cardiac Life Support for the pediatric patient.
(Source: Local) (16 Hours)

8. Bloodborne Pathogen Training. Instructs the student in managing a program in accordance with Occupational Safety and Health Administration (OSHA) mandated requirements in 29 CFR 1910.130. Course content includes identifying the scope of the act, developing exposure control plans, identifying infectious materials, methods of compliance, and hepatitis B vaccinations.
(Source: OSHA) (Varies)

9. Health Assessment. Teaches the systematic approach to obtaining a health history and performing a physical assessment.
(Source: University-Based) (Length varies)

10. Pharmacology. Teaches principles of drug action, pharmacology of the major drug classes, and specific agents within each class. Includes math calculations necessary to adapt dosages to the multidimensional needs of individuals across the lifespan. (Source: University-Based) (Length varies)

11. Intravenous Therapy. Focuses upon scientific principles and nursing skills used in the administration of intravenous therapy. Explores effects of intravenous therapy upon individuals across the lifespan and/or individuals with selected disease processes.
(Source: Local) (8 hours)

12. Electrocardiogram Interpretation. A complete course that starts with a simplified overview of cardiac conduction system function and goes through normal and abnormal EKG patterns and ACLS applications. Also included will be practice in recognition and analysis of EKG strips to gain understanding of the common EKG rhythms. (Source: Local) (16 hours)

13. Organizational Leadership in Healthcare. Introduces the participant to management styles and executive decision making skills necessary in the healthcare environment. (Source: University-Based) (Length varies)

14. Outcomes Management Course. Offers knowledge and skills to the emergency room nurse necessary to monitor/assess outcomes.
(Source: University-Based) (Length varies)

15. Sexual Assault Nurse Examiner/Sexual Assault Forensic Examiner Certification Course (SANE/SAFE). Course is designed to provide the nurse with advanced level knowledge and skills to perform forensic evidence collection and expert witness testimony in alleged assault, abuse, and neglect cases. (Source: Professional Organization) (40 Hours/Varies)

16. Certified Flight Registered Nurse (CFRN) Certification. Certification specific to flight nursing and measures the attainment of a defined body of nursing knowledge pertinent to that specialty. (Source: Professional Organization) (Length varies)

17. Certified Emergency Nurse (CEN) Certification. Completion of the National Certification exam that documents validation of the professional achievement of identified standards of practice by an individual registered nurse providing emergency care for patients. (Source: Professional Organization) (Length varies)

18. Critical Reading of Research Publications (CRRP). This course is designed as an Independent Study for use by Clinical Interest Groups, Journal Clubs, or small groups who want to become more comfortable in reading and evaluating research. The primary characteristic of this program is that it must be carried out by at least two or more people in order to obtain continuing education credit. The course is available on-line at: <http://armynursecorps.amedd.army.mil/crrp.htm> (Source: RMC NESDS) (12 hours)

19. Graduate Certificate Programs. Programs are available in a variety of areas to include: Conflict Resolution, Gerontology, International Health, Nursing Administration, Nursing Education, Quality Improvement, and Outcomes Management in Healthcare Systems. Allows the student to enrich their understanding of topics essential for mastery by tomorrow's healthcare leaders. (Source: University-Based) (Length varies)

APPENDIX E

GLOSSARY

<u>ACRONYM</u>	<u>DEFINITION</u>
ACLS	Advanced Cardiac Life Support
ACTEDS	Army Civilian Training, Education, and Development System
AMEDDC&S	Army Medical Department Center & School
CATN	Course in Advanced Trauma Nursing
CFRN	Certified Flight Registered Nurse
CEN	Certified Emergency Nurse
CRRP	Critical Reading of Research Publications
DA	Department of the Army
EKG	Electrocardiogram
ENPC	Emergency Nursing Pediatric Course
ER	Emergency Room
FC	Functional Chief
FCR	Functional Chief Representative
KSAs	Knowledge, Skills, and Abilities
MACOMs	Major Commands
MEDCENs	Medical Centers
MEDCOM	U.S. Army Medical Command
MSCs	Major Subordinate Commands
MTF	Medical Treatment Facility
MTP	Master Training Plan
NESDS	Nursing Education and Staff Development Service
OJT	On-the-Job Training
OSHA	Occupational Safety and Health Administration
PALS	Pediatric Advanced Life Support
RMC	Regional Medical Command
RN	Registered Nurse
SAFE	Sexual Assault Forensic Examiner
SANE	Sexual Assault Nurse Examiner
SMEs	Subject-Matter-Experts
TDA	Table of Distribution and Allowances
TNCC	Trauma Nursing Core Course
TO&E	Table of Organization and Equipment